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Mr. Le Contellier, Esq., M. P.

APPEAL

ON

THE COMMON SCHOOL LAW ;

Its Incongruity and Maladministration.

SETTING FORTH THE NECESSITY
OF
A MINISTER OF PUBLIC INSTRUCTION,
RESPONSIBLE TO PARLIAMENT.

To His Excellency Sir EDMUND WALKER HEAD, Bart.,
Governor General of Canada, &c., &c.

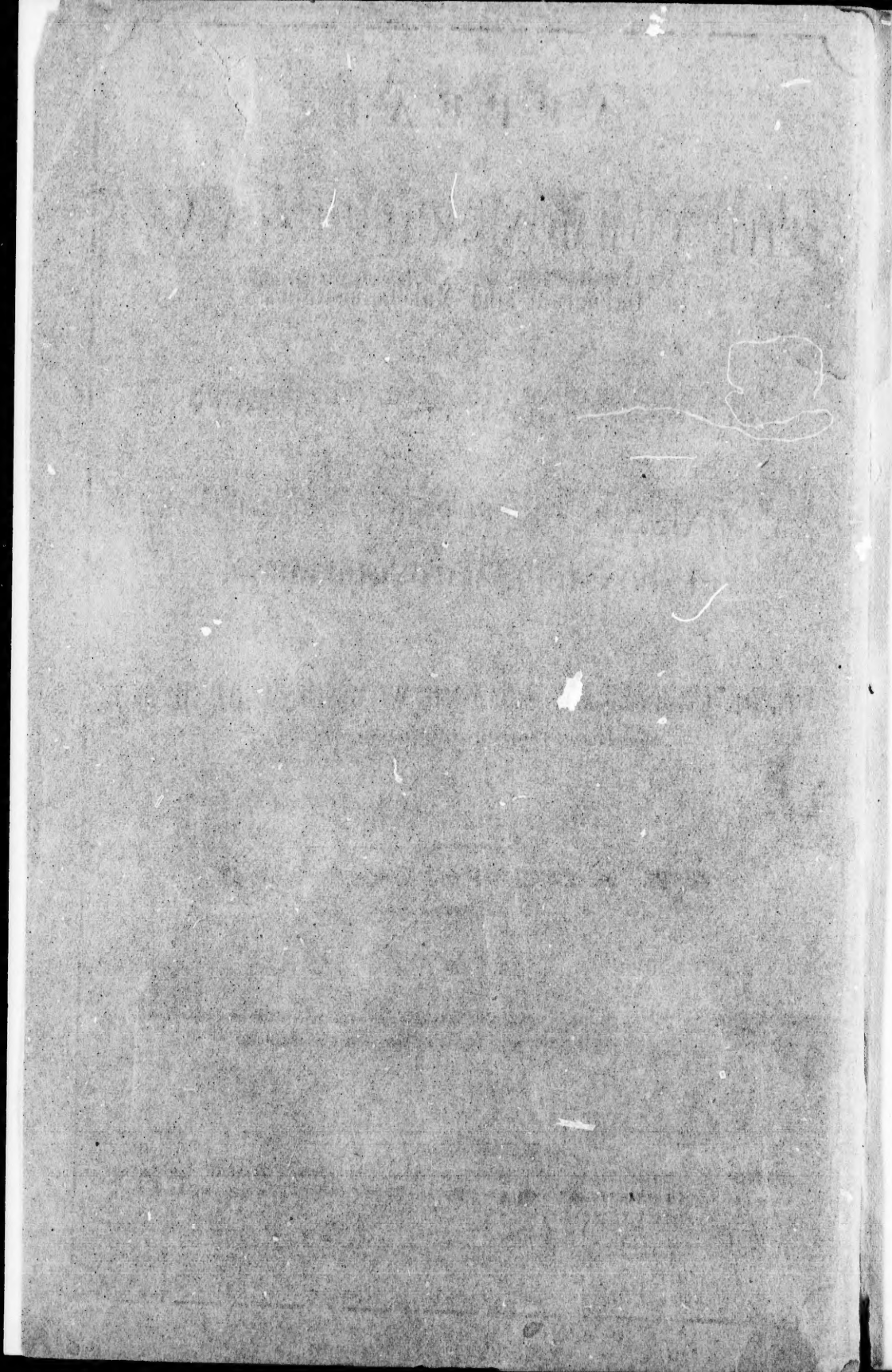
—♦—
BY ANGUS DALLAS.
—♦—

*"O magna vis veritatis, quæ contra hominum ingenia, calliditatem, solertiam,
contraque omnium insidias, facile se per seipsam defendat!"*

TORONTO:

PRINTED AND PUBLISHED AT THE OFFICE OF THE "CATHOLIC CITIZEN," CORNER
OF COLBORNE STREET AND EXCHANGE ALLEY.—PRICE TEN CENTS.

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APPEAL ON THE COMMON SCHOOL LAW.

MAY IT PLEASE YOUR EXCELLENCY :

Seven years experience of the working of the Common School Act of 1850, and its Amendments, exhibits a continuous series of protestations and remonstrances, repeated year after year, by religious bodies and by individuals, without having received any other notice than contempt, nor any other reply than insolence from the officer who presides over the school department in this section of the Province. A circumstance which is ascribable to the fact that he is, by law, responsible neither to Parliament nor to public opinion. My own case furnishes an example of the manner in which objectors and their objections have been treated. At one time, when I drew attention to the inconsistency of clergymen officiating in a purely secular system from which religious instruction is discarded, I was said to be "a protege of the Bishop," and that I "evidently intended to secure the monopoly of this year's electioneering business to the clerical editor of the *Church*, and his coadjutors." * At another—for questioning the justice of a compulsory school assessment, such as that in Toronto, without its necessary counterpart, compulsory attendance, I was accused of being actuated by mercenary motives in order to save my property from taxation. For pointing out the irreligious tendency of primary schools on an exclusively secular basis, I was called a "sceptic writer," and said "to be sceptical as to the Christian religion itself." And when I showed, from an exposition of

the principle, operation and practical results of the school system,* that it was imported from Massachusetts and was designed for a Republican and Unitarian community, and proved from official statistics that it had failed there and was a failure also here, the only reply was, that "the professed facts of this pamphlet are fictions, so far as they apply to our schools, and so far as they relate to myself personally and to the Normal School."† I have cited my own case here, not as exceptional, but as a specimen of the uniform treatment which others have received who, like myself, have not felt disposed to submit to a species of school despotism, which begins by violating the sacred right of conscience, and ends in the lucrative emoluments enjoyed by the chief functionary whom the law has invested with arbitrary and absolute power.

At the commencement of the last session of Parliament I addressed the Hon. Attorney General Macdonald, not only on the malformation and maladministration of the Common School Law, but I likewise adduced sufficient evidence to show that the Chief Superintendent of Schools had misunderstood the difference between the objects of popular education in Europe and the United States; and that from this misunderstanding had originated the whole of our common school misfortunes, and the disingenuous artifices which have been employed for the purpose of concealing the latent and

*The Common School System, its Principle, Operation and Results: Thompson & Co., 1855.

† Letter of the Chief Superintendent to the Hon. Attorney General Macdonald, 2nd April, 1856.

* Correspondence of "A Layman" and "A Member of the Council of Public Instruction," in the *Colonist* of 12th August, 1851.

inherent as well as to gloss over the apparent defects of the school system. Since then the official Annual Report has been published, containing a repetition of the statements and inferences, which I had proved from the official statistics were false and perverted. And in addition to this repetition of the previous perverted statements is an evasive reply, on several material points, which are disposed of with a simple denial. But this privilege of evading public enquiry and setting public opinion at defiance, inconsistent as it is with our boasted system of Responsible Government, is still farther confirmed and rendered less assailable by virtue of the official circulation, broadcast, over the Province, of the said perverted statements, evasions and denials at the expense of the public revenue. Against a school department so invested with irresponsible and arbitrary powers, all appeals to public opinion and to the Parliament of the country on the inefficiency of the schools have failed to obtain an impartial hearing. And it is only after trying every other available means, and exhausting the ordinary sources of redress, that I now adopt the ultimate and extreme constitutional alternative of appealing to Your Excellency. As the 34th clause of the Common School Act makes the Chief Superintendent of Schools "responsible to and subject to the direction" of Your Excellency alone, it is obvious that Your Excellency is thereby made ultimately and directly responsible for the administration of the department; more especially when it is made evident, beyond the possibility of dispute, that the manner in which its duties are performed, is characterized by misunderstanding and inefficiency, and prolific of political and religious dissensions, which threaten the disunion of the Province and impede Your Excellency's Government. In addressing the Hon. Attorney General Macdonald, I pointed out the necessity of having a Minister of Public Instruction, as the only method by which to

fix the responsibility where it properly should be. The additional facts which I am about to supply will sustain that recommendation. In the meantime, in appealing to Your Excellency through a public channel, I do so for the purpose of submitting to Your Excellency's consideration, a series of specific charges against the present administration of the school law.

Before condescending on these specific charges, which I shall notice seriatim; and in order to be able to estimate more fully the gratuitous nature of the evils complained of, it may be proper to state that, previous to the introduction of the Massachusetts school system by the present Chief Superintendent, and its embodiment in the Provincial School Act of 1850, the Common Schools were supported by rate bill, aided by an annual grant from the provincial revenue on condition that each county should raise, by local taxation, an amount equal to its share of the grant. These schools whether Protestant or Roman Catholic were placed on the same footing and enjoyed equally the protection, the privileges and financial aid granted by the Legislature. The unalloyed harmony which then prevailed was the effect of spontaneous agencies adapted to the wants and necessities of a population consisting of various religious communions. This was the old Canadian system. It was general; and aimed at the universal education of the youth of the Province. It no doubt wanted development, which it would have received in the ordinary and natural course of events. But the year 1850 witnessed the introduction of the New England non-religious element, the non-political office of Chief Superintendent, independent Boards of School Trustees, elected by household (male and female) suffrage, and compulsory local taxation on property for the support of free schools; accompanied by polemical essays, setting forth the moral and scholastic virtues and achievements of the New Englanders, as surpassing any thing recorded in the annals of either ancient

or modern times. Then commenced those feuds and heart-burnings, by which the last seven years have been signalized; and thence the defects, the inconsistencies, the perversion of facts and concealment of results, which I shall now proceed to specify in detail.

1.—THE OFFICIAL STATISTICS NOT RELIABLE.

Under this head are comprehended the Teachers' records, the Trustees' returns, the reports of the Local Superintendents, and the Chief Superintendents' annual report. It would be unreasonable to expect that, with a change of teachers every six months and an annual change of Trustees and Local Superintendents, and in the absence at the same time of a staff of vigilant Government Inspectors, the statistics should be correct. With a defective machinery the annual returns cannot be otherwise than imperfect. It would be unreasonable to look for any other result. We find, therefore, that they correspond with the previously ascertained conditions of their being.

1st. The Chief Superintendent says in his last annual report for 1856: "The returns of the school population between the ages of five and sixteen years are too defective to be given;" and, "The returns in this table in regard to school houses, are so imperfect, and involve so many inconsistencies when compared with those of the preceding year, as to render them of little value;" and again: "After making all these deductions, and accounting for the employment of teachers trained in the Normal School in teaching other than Common Schools, the very imperfect returns report 430* Normal School teachers as employed in the Common Schools at the present time." Here, it will be observed, are three separate confessions,

*The number so stated is delusive, for the official tables show only 142 Normal School Teachers employed in all the Common Schools during the year 1856. Vide the chapter on the Normal School.

that the returns of the school population, of the number of school houses and the number of teachers are incorrect.

2d. From the extracts of the Local Superintendents, contained in the same annual report, I take the following:

"I am not without hopes of bringing them (the Trustees) to understand the necessity of being able to lay before the people a correct financial return and an annual report."—*W. B. Inwie, Esq., Edwardsburgh.* Page 134.

"There are, in this township, trustees who can neither read nor write. I mention this in order to show that the selection of such persons is injurious to the carrying out of the Common School Act, and that men are appointed entirely unfit for that important office."—*John Spring, Esq., Storrington.* Page 142.

"In spite of all the lecturing and advice given, it seems impossible to obtain correct minutes of school proceedings; indeed in some sections there is not any minute book at all, trustees are afraid of incurring expenses and difficulties, and arbitrations are the result, particularly a defective annual report."—*The Rev. John Climie, Darlington.* Page 153.

"Education is rather backward among us; perhaps we would be the better of observing the regulations more strictly. To write this report from those of the trustees, as I would wish, is not possible, yet I know they have done their best."—*David Watson, Esq., Thora.* Page 157.

"Although the report is not very flattering, the deficiencies are to be ascribed not to the arrangements but to the managers. Want of information and exactness, particularly in the transaction of business on the part of trustees, are sometimes a serious hindrance to success."—*The Rev. Robert Rodgers, Norwich, North.* Page 176.

"Although there are some imperfections in the reports I now transmit, yet I think they are more comprehensive than those of last year. In many sections the trustees are more alive to their duties and more prompt and accurate in discharging them, still it is to be deplored that there are many who are careless or incompetent, or both."—*The Rev. Edmund Shepperd, Bayham, Dorchester.* Page 194.

Now the responsibility for the defective, and in many cases fictitious returns, of these ignorant and careless Trustees, cannot be got rid of, as has been attempted, by fastening the blame on the parents and others by whom these Trustees are elected. So long as Trustees and Local Superintendents, whether detected or not, can act with impunity in the non-performance of their prescribed duties, the prospect of amendment must be very remote. Under Government inspection these irregularities could not

occur. Herein we perceive the difference between the New England and Canadian system on the one hand, which entrusts the local management exclusively to irresponsible and uninformed local authorities; and on the other, the Irish, English and German system, which places the Trustees under the immediate and rigid supervision of Government Inspectors. On the inefficiency of the Local Superintendence I submit the following:

"On this ground I take the liberty of expressing an opinion with regard to the office of Local Superintendent. Take my own case as an example. Three years since I was apprised of my present charge. The County Council allowed £1 5s. per school, and I had 35 of them, making an annual salary of £43 15s. I had necessarily to provide and keep a horse, with other travelling equipments, and to meet expenses and postage. For the first two years this was my only source of income. After the 1st April, 1856, my pay was raised to £1 10s. per school, making for the last 12 months £52 10s. I do not say it is too little, but with even this sum, the very conditions of existence required me to seek out some additional means, and attention to other duties had materially interfered with my school visits. * * * A person whose attention is principally and during the greater part of his time directed to matters out of keeping with teaching, is not prepared on entering a school, to manifest that readiness and tact, which constant practice and familiarity with different plans of arrangement and methods are fitted to call forth."—*Robert Brydon, Esq., Dumfries North and Waterloo. Page 177.*

"I never felt so fully the force of a remark made by my predecessor, with reference to the too frequent changing of Superintendents, as I did in filling up these reports. I had no idea of the extent of the statistical information required by you until the arrival of the forms. The fewness of official visits may be accounted for by the fact of my predecessor visiting none for the last half year, as he intended to resign his office on account of the insufficiency of remuneration, a circumstance which, I fear, will lead to similar results in more cases than his."—*The Rev. Thomas Macpherson, County of Perth. Page 182.*

"How can the former (the Local Superintendents), on the small pittance allowed them, attend the County Boards and pay their own expenses four times in the year, visit all the schools twice, deliver ten or twelve lectures, and attend to all the other affairs of the township. Until he is better remunerated the duties are not likely to be efficiently performed, however much he may desire the public good. Then frequent changing of Superintendents is not likely to amend the matter, and it must be the case until we are more justly compensated."—*The Rev. Richard Saul, Adelaide. Page 187.*

On the inefficiency and worthlessness of this American system of local superintendence, the following correspondence between the County Council and Board of Instruction for the County of York is conclusive:

"Mr. Gamble then proceeded to make some remarks upon the returns of school attendance made by the Superintendents, and said that all the members of this Council would remember that he had always objected to the employment of Ministers, not because he objected to religious men having the control of the schools, but because you cannot get ministers of the gospel to take upon themselves all the labor connected with the office. Then again in the making up of the school returns, there was a general complaint of inefficiency, and he thought it would be well to consider whether they could not carry out a better system. Mr. Tyrell followed upon the subject of irregularity of the returns, adducing an instance in which the number of scholars had been exaggerated from pecuniary motives by the teacher; and several in which the return given exceeded the amount of the population in the section. It was not altogether the fault of the Local Superintendents that the returns were incorrect, because they based them on the reports made by the teachers, without knowing whether they were right or wrong. He suggested that the Assessors should be required to make the necessary returns, in addition to their present duties."—*Proceedings of County Council in the Globe of June 13th, 1857.*"

"A communication from the Board of Instruction for the County of York, stating that they had considered the question regarding Local Superintendents, to which their attention was called by an extract from the proceedings of the Standing Committee of this Council. The Board did not consider the objections tangible; attributed the specific acts complained of to the neglect rather of the Trustees and Teachers than of the Local Superintendents; and suggested that a change of persons would be preferable to a change of the system, where it was found the Local Superintendents did not do their duty."—*Proceedings of the County Council, in the Colonist of January 27, 1858.*

"In reference to the memorial from the members of the County Board of Public Instruction, the Committee did not agree in the views set forth by the Board in their communication to the Council. On looking to the minutes of the Council, the Committee find that the remedy suggested had been already tried with but little apparent success. The salary of the Superintendents had been already increased, and the duty devolving upon them materially lessened. Still, in many instances, the Committee had reason to believe the duties incumbent upon the Local Superintendents were much neglected in many cases."—*Proceedings of the County Council, in the Colonist of 6th February, 1858.*

Now what is the value of the tables and statistics contained in the Chief Superintendent's annual general report, when with this.

evidence from official local sources the true facts are, that the Local Superintendents do not perform their duty, that they are unable to act up to the requirements of the law, that the Teachers and Trustees have consequently no check on their proceedings, and consequently the returns from school sections are fabricated to suit the pecuniary interests or to conceal the incapacity or indolence of the persons making said returns? Based on such dammnatory testimony, the tables cannot be otherwise than altogether fictitious.

3d. The internal evidence of the annual tabular returns of the Chief Superintendent, wherever there is a means of comparison and detection, bears out their fictitious character. The way in which the tables are made up, however, is calculated to evade and preclude an inspection of the real facts. In Ireland this evasion is not possible. In referring to the statistics of the Commissioners of National Education in Ireland, I go back and take the returns for 1846, the year in which our present Chief Superintendent assumed his present office. I do this more particularly, for the reason that it may be seen that the best digested, most perfect and concise statistical school forms were open for our acceptance at a time when the introduction of the present Canadian school system was prospective. From the Irish Commissioners' report, for 1846, now lying before me, I find full statistical returns of the children on the rolls, the number of teachers, the finances, &c., &c., of each school, comprised in the 3,637 common schools then under the control and supervision of the Commissioners. They first give a tabular summary, or birds-eye view, of the working and financial condition of the schools throughout the whole of Ireland. Next the same information for each province of the four provinces into which Ireland is divided. And afterwards, under the division of parishes, the same information with respect to each and every school separately in each

parish. So that the teacher, manager or patron of any particular school in any part of Ireland reads in the annual general report of the Commissioners the same and identical information which he himself had supplied in a separate form. The New-England and Canadian method is to give the town and county returns in the aggregate. For example, in the County of York which comprehends ten townships, no township Board of School Trustees can gather any kind of information, either financial or other, relating to the schools of the township, from the annual general tables. Any sort of returns may be handed in by the teachers and trustees. The Local Superintendent may not know whether they are correct or not. This latter functionary makes up and forwards his returns, the correctness or fictitiousness of which nobody knows anything about, because nobody has any means of knowing. And the Chief Superintendent, finally prepares and publishes a mass of figures, concerning the accuracy of which he is, in his turn, perfectly ignorant. And so the Government and the Country are without any guarantee, as to the character of the Official School Reports.

The absence in our school system, of any means of detection such as those provided for in the Irish and European system, puts it out of my power to test the annual statistics in the way that otherwise would have been possible. I must therefore content myself with the discrepancies, between the figures in the tables, and those in the verbal extracts from the reports of the Local Superintendents. These, however, are sufficient to show, to some extent, the unreliable character of the official general returns. They are as follows :

First.—The 44th Clause of the Common School Act, on the granting of Normal School Provincial Certificates, concludes thus :—"Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal

School." Notwithstanding, in the table of School Teachers, pages 43 and 45 of the last Annual Report for 1846, the County of Dundas is represented as having 1 teacher holding such certificate who was never in the Normal School; Grenville 2, Lanark 4, Prince Edward 3, the Town of Picton 1, Amherstburgh 1, the Village of St. Thomas 1, and the City of Hamilton 20.

Second—Alexander Workman, Esquire, Local Superintendent for the City of Ottawa, says in the extract from his Report, page 203: "Six of the teachers bearing first-class certificates, were trained at the Normal School in Toronto; the others hold the same class from the County Board of Public Instruction." Yet on turning to the table, at page 43, the number stated as having attended the Normal School and holding its certificates is only 2; the number holding first-class certificates from the County Board is also only 2; while 13 are set down as holding second-class, and 2 as holding third-class certificates from the same Board; and 3 teachers more rank so low that they are set down as unclassified.

Third—John Nairn, Esq., says of the schools in the ten townships of which he is Local Superintendent, page 183: "During the last six months thirty-five have changed teachers, and the evil results accruing from these removals are really deplorable." On turning to the table, however, page 43, it states that of the seventeen townships comprised in the whole county of Huron, including the ten of which Mr. Nairn is Superintendent, only 5 schools had changed teachers during the year.

Fourth—John B. Denton, Esq., Superintendent for the County of Prince Edward, remarks, page 145: "I must say that the majority of our teachers are females, with but a very limited amount of information, both as regards the science of teaching and the subjects taught." But on reference to the same table, page 43, the statement is 68 males and only 19 females.

Fifth—The average attendance, in the schools of the township of Gloucester, is stated, by the Rev. Wm. McGill, at page 133, to be 717. Now a little calculation will prove this number to be exactly double of what is the truth, and of what should have been stated. First, the total number of pupils in all the schools of the ten townships of the County Carlton in 1856, was 5445. Second, the proportion of total pupils in Gloucester to the total pupils of the County in 1855 was 17 6-7 per cent. And, third, the proportion of total average attendance to the total pupils of the county in 1854, the last year for which the average attendance was given, was 42½ per cent. From these data it will be seen that 17 6-7 per cent. of 5445, and 42½ per cent. of the product, will be just about half the number, 717, stated in the Report.

Sixth—To the exclusion of tabular returns for each school in the Province, the only safe check even where Government Inspectors are employed, the Annual Report is filled with long prosy diatribes that in most cases are tissues of baseless assumptions. The space occupied by extracts 51, 103, 126 and 128, would be sufficient to give a separate return, on the Irish plan, for every school in Canada West. In place of this practical business course, the Government is treated every year with sermons on the blessings of book learning, on the right of the secularists to tax the property of all, on the consistency between the voluntary principle and compulsory practice, &c., &c., by a class, in most cases, of extemporized school authorities who have as much practical acquaintance or theoretical knowledge, touching the true principles of education and general polity, as the new-fledged school teachers who emanate from the Normal School, after a five month's grinding. I have no hesitation in saying that the long extracts 103 and 128 (with others, in which statistics are given, and thereby an opportunity of detection is

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afforded) are untruthful. Any one can discover this by making a comparison with the returns of previous years.

These cases and facts, gathered cursorily from the official documents, not only bear out my charge of the unreliableness of the annual general statistics, published by the Chief Superintendent; but more, they demonstrate that the returns, taken as a whole, are fictitious; and testify, both in the choice and the working of the present common school system, to the grossest administrative incapacity.

THE NORMAL SCHOOL AN EXPENSIVE FRAUD.

The object for which the Normal School was established, in 1846, was to supply the 2736 Common Schools, then existing, with a better class of teachers. At the close of 1856 it had been exactly ten years in operation. In that time the number of students admitted and who received instruction, for the purpose of becoming teachers, is 1398.

During the same period, to the close of 1856, the number of teachers employed in all the Common Schools in this section of the Province had increased from 2736 to 3689. So that the demand for a better class of teachers had consequently increased in like proportion.

Now the success or failure of the Normal School is to be determined by the number and character of the teachers, holding its certificate, who are found officiating in the Common Schools. And the rule by which this number and this character of the teachers is to be measured is the practical one existing in countries wherein Normal Schools have been long and successfully in operation, wherein they have been thoroughly tested, and the results recorded in reliable official returns. In my letters signed "A Protestant," I stated the rules

and practice in Europe with respect to the periods of attendance and training, and also the guarantees for the continuance of the teachers in the profession. With these necessary safeguards, the Common Schools in Europe have been supplied with the full compliment of teachers, which it was calculated the Normal Schools would be able to produce. In no case that I know of has there been disappointment on this head. Consequently, making all reasonable allowance for casualties against which no human prudence is available, the number of trained teachers employed in the Common Schools in Europe is that which the Normal Schools have sent forth. Whether, as at Potsdam the number of students is limited by law, to 80, and the course of training to three years, or as in Ireland the number of students is indefinite and the course extends to only four months, the results correspond in each case, exactly with the calculations on which they had previously been based, both as to the number and competency of the teachers; for, while at Potsdam the limited number in attendance and extended period of training are adapted to students who intend to become teachers, the case is very different in Ireland where the students have been already teachers, and attend the Normal School for the purpose of becoming practically acquainted with the system of discipline. In each case the design, the means and the results are found to harmonize, however different the circumstances. With such a rule for our guidance, the course to be pursued in testing the results of the Toronto Normal School is plain and definite. Accordingly I submit here from the annual official reports, for four years from 1853 inclusive; first, the whole number of Common School teachers employed in Canada West, in each year; second, the whole number of students who had been instructed and passed through the Normal School since its commencement; third, the whole number who had

received Provincial certificates of competency to teach; and fourth, the whole number, holding said certificates, employed in the Common Schools.

	1853.	1854.	1855.	1856.
Number of Common School Teachers in Canada West..	3539	3539	3565	3689
Number of Students who attended the Normal School since its commencement...	918	1091	1216	1398
Number who received Normal School Provincial Certificates.....	106	209	289	413
Number holding said Certificates teaching in the Common Schools.....	67	169	169	142

By this, it is seen, that after having been in operation for ten years, and had been attended by 1398 students, of whom 413 had received Provincial certificates of competency to teach, only 142 * holding said certificates were employed teaching in 1846. Being 27 less than were so employed in each of the years 1855 and 1854 preceding.

Notwithstanding this fact, the Chief Superintendent, enumerating the duties of the Department of Public Instruction, at pages 24 and 25 of the last Annual Report, says: "3. *The Normal School* for the special training of teachers, about one hundred of whom are sent out per year." This extract forms, in the report, a perfect paragraph by itself; a circumstance that

*The Chief Superintendent states in his report "430 Normal School teachers are employed in the Common Schools at the present time." This is an error, however; and I find I was entrapped into making a somewhat similar mistake when I supposed in my letters, signed "A Protestant," that the 375 and 374 reported as trained at the Normal School in the years 1854 and 1855 respectively, were possessed of certificates. Now no teacher can be termed a Normal School teacher unless he is certified as such, which mark of qualification cannot be here assumed. Of the 430, only 142 held certificates. The other 288 must be set down as belonging to the awkward squad; and therefore being, by this very fact, incompetent, cannot be ranked as "Normal School teachers." The attempt to do so in the present case, whatever the motive may have been, is an official irregularity.

makes the fraudulent and dishonest statement which it contains the more flagrant.

As to the competency of these 142 certified teachers, whether we take the evidence of the *Huron Signal*, that the certified teacher at Goderich was "either not qualified for the Common School, or the Common School was not qualified for him;" or of a member of the Board of School Trustees in Toronto that—"He did not attach the slightest value to these first class certificates. He had known first class teachers turned out from the Normal School, who could not even spell common English words of one syllable correctly. There were undue facilities afforded for obtaining such certificates from the Normal School. He intended at some future day to move that all City teachers be examined by the Superintendent and a Committee of the Board;" or of a "Parent" who attended an examination of the pupils of one of the Toronto Common Schools that, after the teacher had examined them in several of the higher and more showy branches, he, the "Parent" having been permitted to put a question to a class in which was his own child, "not one in that class could tell how many coppers it took to make a York shilling." Or, leaving these popular evidences, if we turn to the regulations for the terms of admission and periods of attendance, of students who have not been teachers, young lads and girls with no fixed resolution as to the future, and influenced by no moral or social obligation to follow the teacher's calling,—in a country too surrounded by circumstances which offer such numberless temptations to embark in the more profitable speculations of commerce, we arrive at the same issue, namely, that these certified teachers at present officiating in the Common Schools are, as a general rule, the worst and most inferior of the whole number of youths to whom Normal School Provincial certificates have been granted.

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The evil then is two-fold. In the first place there are only 142 certified teachers among the 3689 Common School teachers reported; and second, these 142, tested by the European standard, are of the most inferior grade. This too after the Normal School has completed its tenth years' operations, at an expense to the Provincial Revenue of over \$122,240, exclusive of the cost of buildings and furniture; being \$660 which each such teacher has cost.

Let us now see what the Local Superintendents say about the number and quality of the teachers, and the absolute dearth of what they call for as an indispensable condition of a school system. The complaints of the Local Superintendents, on this head, are of annual repetition. Of late, however, they are becoming more general and the last annual general report, from which I make the following extracts, exemplifies this :

"I regret to state that I cannot transmit you very flattering accounts of the progress of education in this township. In my official visits and examination of pupils, instead of finding improvement and progress, as I anticipated, I found rather an habitual sluggishness combined with carelessness and inattention. Yet, I found several of the pupils who could read and spell correctly and distinctly, although I met with few who could give me the definition of a single word, or who seemed to comprehend the subject in their reading lessons. This state of affairs in our Common Schools is truly to be deplored. And the question arises; to what causes must be attributed this tardiness and lethargy so signally displayed in our schools? The answer is obvious and easily solved. In the first place, a total want of efficient teachers; another, and not the least cause, is a want of will in the trustees and people to provide able teachers; and while our schools are taught by so many inefficient and untrained persons, who have neither system nor knowledge to impart, how can we hope to see them prosper, or education to advance? And if illiterate and selfish trustees are empowered and suffered to engage teachers of the lowest standard, and of the least capabilities to be the instructors and admonishers of youth, what else can be expected than a total failure of our expectations in school improvements."—*Hector McRae, Esq., Charlottetownburgh, County Glengarry.*

"I have much pleasure in stating the Free School system prevails here; and although it is lamentable to observe that a large number of children of proper age in the township do not attend, it is not entirely owing to the indifference

or negligence of parents, but in most cases to the want of efficient teachers."—*Owen Quigley, Esq., Lochiel, County Glengarry.*

"Another is that some teachers, although they may most creditably pass an examination in order to acquire their county certificate, yet for want of diligence and a certain aptitude to teach are, as to success, far behind some of their brethren whose mental endowments are inferior."—*James Frith, Esq., Phantagenet South, County Prescott.*

"I should like to see the teacher elevated to a higher position in society, so that teaching would not become a stepping stone to something else; but a profession."—*Rev. Peter Lindsay, A. B., Cumberland, County Russell.*

"The idea gains on the public mind that the best teacher is the cheapest: may it soon become a settled opinion in every section of our land, that there must be a trained teacher in every school. We have the raw material—workshops—books—patterns, &c., but we want artists of sufficient skill to mould this valuable material into the useful and beautiful forms it is capable of assuming. In other words we want good teachers—"*Rev. John Edwards, Clarence, County Russell.*

"I think it right, however, that you should be aware of my opinion that there will never be a satisfactory condition of educational interests in this part of the province until all teachers are trained at the Normal School, and until they are persons whose heart is in their duty. * * * Without the zeal referred to in this quotation, I think no one can be a successful teacher; if all teachers with moderate education possessed it, children would be so eager to go to school, that there would not be many absentees to be charged to the indifference or neglect of parents."—*Rev. James Godfrey, Huntley and March, County Carleton.*

"In some sections in these townships education does not advance so much as could be wished, in consequence of employing incompetent teachers."—*Lewis Chipman, Esq., Bastard and Burgess, South, County Grenville.*

"Many of the prejudices existing against the school system are, I think, fast wearing away, and when we can be supplied with a better class of qualified teachers, and not until then, will our Common Schools become what they should be."—*Arza Parish, Esq., Yonge and Escott Rear, County Leeds.*

"Upon the whole I am satisfied the schools are in an improving condition, but it would be much more rapid if the trustees could procure a better class of teachers. I believe they are willing to increase the salaries, but from the present class of individuals who mostly resort to teaching with no intention of making it a profession, very little can be hoped. Probably the influence of the Normal School may in course of time be beneficially extended to these parts."—*Rev. John Bell Warrell, Elmsley North, County Lanark.*

"There is an evil which the school law, as it exists, does not seem to provide against, and that is, the admission of persons to the rank of teachers, who are under age. Several mere boys have of late presented themselves at the County

Board for examination, and being morally and intellectually qualified, we had no power to refuse them certificates. These sometimes obtain schools and are found, on account of their youth, incapable of maintaining order, or of securing the respect of the older pupils."—*Rev. John McMorris, Ramsay, County Lanark.*

"I am sorry that I cannot report very favorably of the state of our schools during the past year. In some cases a change of teachers and in others a want of confidence in them, have contributed to interfere with the attendance and progress of the pupils."—*Rev. S. C. Fraser, A. M., McNab, County Renfrew.*

"The great obstacle to the progress of education in this township is one which is more or less felt in every locality, viz: the want of thoroughly educated and well-trained teachers."—*Rev. R. M. Hammond, Westmeath, County Renfrew.*

"I found that there was not a qualified teacher in the township. Some had once been, but had resorted to farming, and from farming to teaching again. * * * The salaries of teachers have, in some instances, more than doubled; this is owing to a scarcity of these useful individuals."—*John Spring, Esq., Storrington, County Frontenac.*

"I should be glad to see a rather higher qualification for teachers generally; in some instances that have come under my notice there was great room for improvement."—*Daniel Fowler, Esq., Amherst Island, County Addington.*

"I cannot say that there is any great improvement in the schools of this township; one great cause is the low standard of the qualifications of teachers. The trustees might obviate this, by not employing such inefficient persons; but they can be hired cheap, and that is too much the consideration. I think the Board of Public Instruction should not grant third class certificates, as they are too low a qualification for any teacher."—*Frederick Warwick, Esq., Tiendinaga, County Hastings.*

"In others, matters have been very different, the fault chiefly attributable to the Teacher, although not always so."—*Rev. R. Monteath, Reach and Scugog, County Ontario.*

"Four Common and the Separate School are well taught, the remaining five but very indifferently, but I hope to be able to improve the teaching by instructing the masters during my official visit, and on such occasions as I can get an opportunity."—*Rev. John Campbell, A. M., Nottawasaga, County Simcoe.*

"This will never be the case, however, while we are left to the miserable choice of either employing a third class teacher, or person of no class at all, or, as happened in several instances, shut the school room."—*John R. Stewart, Esq., Flamborough West, County Wentworth.*

"There appears to be a gradual and growing desire among all classes to employ efficient teachers. * * * The modes of teaching, however, are in most cases not so interesting and instructive as they might be; the object being more to impart a certain amount of information than to develop and cultivate the growth of the mind."—*Rev. Wm. Hay, Burford, County Brant.*

"The habit which some of our trustees have of employing a teacher for a quarter or two, and then changing him for another, is some hindrance to us; but I trust this will soon be done away with. I have no doubt it would if competent teachers could be obtained."—*Jacob Kennedy, Esq., Gainsborough, County Lincoln.*

"But the greatest evil is the want of properly qualified teachers; a speedy reformation in our schools might be effected by a sufficient number of an earnest and energetic character."—*Rev. R. Rodgers, Norwich North, County Oxford.*

"We need a higher class of teachers, and if Normal school proficient would come this way they would be sure to find employment."—*F. Cameron, Esq., Norwich South, County Oxford.*

"The want of a better supply of efficient teachers is very greatly felt throughout this township. We find it impossible to meet the demand, and to a great extent the standard of qualifications, although meeting the requirements of the law, is lamentably low."—*Wm. Gunn, Esq., Bruce, Huron, &c., County Bruce.*

"I would have been happy to report a larger number of schools opened in 1856, and I assigned reasons in my last report for believing that they would or could only come very gradually into operation. However, the increase would have been doubled but for the want of suitable teachers."—*John Eckford, Esq., Brant, Carrick, &c., County Bruce.*

"While the literary qualifications of a majority of the teachers are tolerable, their professional ones are on the whole inferior. * * * The schools of the county may be classed as follows: 10 good; 15 tolerable; 30 middling; 20 bad."—*David Mills, Esq., Camden, Chatham, &c., County Kent.*

"In regard to the schools in this township, I would observe that they are not in such a flourishing condition as our advancement in other respects would lead us to expect. I impute this partly to the indifference of parents, and partly to the low standard of teachers' qualifications, who consequently are unable to perform their duties in such a manner as to give satisfaction to their employers."—*Rev. Alex. Williams, Moore, County Lambton.*

"Another difficulty is a want of qualified teachers. Many of the schools have not been kept open as long as they would have been on that account, and many of those who have been employed as teachers are ill qualified for the office."—*Abraham Dingman, Esq., Sombra, County Lambton.*

Many others of the Local Superintendents testify to the same effect, on the bad quality of the teachers, and the desire for a class possessed of Normal School training. But the extracts I have adduced are sufficient to show the general condition of the schools, produced by this inferior character of the teachers. Now compare this testimony

and the preceding statistical facts, relating to the Normal School, with the assertion of the Chief Superintendent, in every annual report, that: "These important institutions (the Normal and Model Schools) continue to fulfil their great mission with unabated efficiency and success; and their influence is felt in every part of the country, in the construction and furnishing of school houses, the organization and management of schools and the methods of discipline and teaching." Is not this assertion the very reverse of the evidence elicited? Have we not seen that 142 certified teachers are all that officiated, in the Common Schools in 1856; and that, after the completion of the tenth year of the Normal School? Is it not a fact also, well known to the more observant of the Local Superintendents, that the first and second class of youthful teachers produced at the Normal School are merely fuggle boys and girls, posted up in the formal drill of the school room, without the remotest pretention to a knowledge that the object of education is the formation of character, and without one qualification, fitting them to act in any other capacity than mere secular and literary instructors? I do not refer here to the few old teachers who have resorted to the Normal School, for a term, in order to procure certificates; for, as I have said before, their submitting to this ordeal was for the purpose of saving themselves from proscription. The Chief Superintendent's assertion that the Normal School is fulfilling its "great mission with unabated efficiency and success," in the face of statistical facts which establish a conclusion the very opposite, is a perversion of the truth which calls for some explanation. The privilege of circulating with impunity, statements known to be false, for the purpose of deceiving the Government and the country, should now be brought to an end. The iniquity of the practice which has thus been freely indulged for years with impunity, can only be perceived, in its full ex-

tent, after I shall have tested the character of our Normal School discipline and certified teachers with the European standard. What has been said only applies to numbers. The worst feature of our Normal School yet remains to be considered. I shall now show, from official and reliable reports, that the European standard expressed and acted on in the various Normal Schools under the supervision of the Committee of Council on Education in England, in those belonging to the Church of Scotland and also of the Free Church in Edinburgh and Glasgow, and in the like seminaries of the various states and countries of continental Europe, is the moulding and forming of the habits, dispositions and characters of youth; that it is an established condition assented to and practically enforced, by the Normal School authorities in all these countries, that the chief and indispensable instrument for the formation of character is the school master, whose own character has been previously moulded by self discipline or Normal training, to the desired conformation; and that, in the selection of candidates, the terms of admission, the course of training, and granting of certificates, every conceivable and practicable agency is employed, to secure the end and specific object for which Normal Schools have been instituted. On the other hand, I shall show as satisfactorily, that the Toronto Normal School is not a training school; that the young men and girls who frequent it do not attend for the purpose of becoming trained teachers; that the necessary conditions and agencies for the training and formation of character do not exist in it, never were provided, were never conceived by the Chief Superintendent or the Board of Public Instruction to be necessary, because at the outset they had mistaken the true object of popular education—conceiving it to aim at "enlightened citizenship," through book-learned pedagogues—in consequence of having copied from a secular, non-religious and therefore

spurious pattern. By such a contrast; by showing what the Toronto Normal School should have been, compared with what it is and with its erroneous pretensions, I mean to establish it, as an ascertained and demonstrated fact, that the said School is nothing more and nothing less than an expensive fraud.

In order to be able to appreciate properly the distinction between what is termed training by European educators, and what it is supposed to mean by American School authorities, it is necessary to observe that the distinction itself consists in the admission, on the one hand, and denial, on the other, of the parental character of the teacher. It will be observed, in the evidence here appended, that wherever the teacher is invested with the attributes and functions of the parent, and is assumed as a parental substitute, the precautions and vigilance exercised in selecting suitable persons, and preparing them for that important office is, a necessary consequence in all cases; and for this reason also, it follows, that wherever this idea of a parental substitute exists, there we find the obligation on the part of the teacher to impart to children the religious faith, creeds and doctrines of their parents; and, moreover, another collateral consequence, is the co-operation of the pastor, as the religious superior of both the parent and teacher. I wish it to be specially noted, in perusing the extracts which follow, that the prominence given to the religious element in the elementary schools of Europe, whether in the Common Schools, such as those of France, those under the Committee of Council in England, or under the education Committee of the Church of Scotland and the Free Church respectively, is an inseparable feature of the acknowledgment that the teacher is a substitute for the parent. In contrast with this I am desirous that it should be as carefully noticed that on this side of the Atlantic only, whether in the United States or in Canada West, where

the State has assumed the educational duties of the parent, the teacher is a functionary of the State; a secular agent only, in the work of education, for the reason, as it is assumed, that the State itself is a secular power. And, as a necessary consequence, it follows that creeds and catechisms are proscribed, religious instruction is declared to belong to the parent at home, and with which the teacher has nothing to do in the school. And correspondingly, the natural relation between the teacher and the pastor is violated, by a legal proscription; the latter is not recognized in the school room, and would dare to interfere therewith at his peril; because all clergymen are said to be sectarians, in consequence of all forms of religion being sectarian, neither of which are recognized by the State.

Herein lies the reason, why, on one side of the Atlantic, the teacher is required to be a religious and well educated man; is prepared by years of discipline for his vocation; is selected by the most competent authorities, after having passed repeated examinations; and is afterwards subjected to constant Government inspection; and why also, the schools are denominational, and to the clergy of each denomination is entrusted the management of their own schools. While on the other, no qualifications are required beyond what are necessary to go mechanically through the routine of school exercises, in conformity with the Normal School prescribed forms; and the teacher is either a jack-of-all-trades or makes use of the Normal and Common School as a stepping stone to something else; gloriously independent of all official and professional restraint, either from inspectors or any other authority.

In submitting the following testimony I shall do so in chronological order, for the purpose of illustrating the dissimilarity or resemblance of each national copy with the original type. I begin with France, because the French Government having adopted the German system in every particular, the

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Normal School educational movement in the British dominions and the United States of America took place in consequence, in a great measure, of the lucid and able expositions of the German system by French writers.

In 1831 M. Victor Cousin, was deputed by the French Government to examine the system of education existing in the several German States, and in the same year he presented an elaborate report, explanatory of the parental character of the German teachers; the system of training pursued for the purpose of forming that character; the participation of the clergy in the work of education; the denominational character of the Common and Normal Schools; the exceptional provision for separate religious instruction in localities where the population was not sufficient to support more than one school; the rules for the granting of government aid and relating to local assessments, and general inspection; and concluded with a strong recommendation for its adoption in France, declaring the Prussian School Law, as a whole, "the most comprehensive and perfect legislative measure regarding primary instruction" of which he had any knowledge. The following year a measure, framed on the basis of the Prussian Law, was introduced to the Chamber of Deputies by M. Guizot, and in 1833, after having had all its details minutely discussed, it received the legislative sanction. In the words of M. Guizot:

"The teacher is summoned upon by the parent to share his authority; this authority he must exercise with the same vigilance and almost with the same affection. Not only is the health of the children committed to him, but the cultivation of their affections and intelligence depends almost entirely on him. * * * You must be aware, that in confiding a child to your care, every family expects that you will send him back an honest man; the country, that he will be made a good citizen. You know that virtue does not always follow in the train of knowledge, and that the lessons received by children might become dangerous to them were they addressed exclusively to the understanding. Let the teacher, therefore, bestow his first care on the cultivation of the moral qualities of his pupils. He must unceasingly endeavor to propagate and establish

those imperishable principles of morality and reason, without which universal order is in danger; and to sow in the hearts of the young those seeds of virtue and honor, which age, riper years, and the passions, will never destroy. * * * The intercourse between the teacher and parents cannot fail of being frequent. Over this kindness must preside; were a teacher not to possess the respect and sympathy of the parents, his authority over their children would be compromised, and the fruit of his lessons lost; he cannot, therefore, be too careful and prudent in regard to these connections. * * * Nothing besides, is more desirable than a perfect understanding between the minister of religion and the teacher; both are in possession of moral authority; both require the confidence of families; both can agree in exercising over the children committed to their care, in several ways, a common influence."

In the meantime, the adoption of the German system by France, awakened a spirit of enquiry among periodical writers both in England and the United States. The consequence was a prevalent disposition to establish national systems of education; travellers resorted to Switzerland and Germany, to acquire personally the necessary information; while private societies and governments were calculating the contingencies which might attend the educational experiment, in countries similarly circumstanced. The first permanent fruit of this agitation was the establishment in 1836 of the Home and Colonial Infant and Juvenile School Society, for the training of teachers; of whom, down to the year 1843, it had sent out over two thousand, thoroughly disciplined. The character of the Society's Normal and Model Schools, situated in Gray's Inn Road, may be gathered from the following extracts taken from the regulations:—

"The Committee receive into their Institution, in Gray's Inn Road, near King's Cross, for a limited period, persons either desirous to enter for the first time upon the work, or those who, having engaged in it, feel their own deficiency, and are anxious for improvement. * * * The Committee receive candidates, in the first instance, on probation. * * * All candidates who are to be recommended to schools are to remain twenty-four weeks in the house, and the Committee cannot receive any who will not come in for that time. The wives of married candidates remain such time as the Committee decide in each case, if they cannot remain (as it is much to be desired that they should) the whole time. The charge is reduced to 7s. a week, making £8 8s. for the twenty-four weeks, which

includes every expense, except washing. Married men are now admitted to be trained as teachers of juvenile schools, without their wives. * * * Unmarried men are not trained in the Institution. Six young females, not exceeding seventeen years of age, are received as pupil teachers, for one, two or three years, according to their age, at an annual charge of £25, which includes washing and books."

Here, it will be observed, no boys nor unmarried men are admitted; and the six young female pupils have to pay £25 a year. They have to board and remain in the Institution, in order to acquire proper domestic and parental habits. And married men and their wives are selected, as candidates, on the calculation that the married state indicates a settled life, not incident to change, and more susceptible of those parental sympathies which constitute the chief element of normal education. From the Syllabus of the lessons, the following extracts will show that secular and religious instruction are not to be separated; that, as they are both obligatory on the parent, they cannot be separated in the teacher, who fills the place of the parent to do what the parent has not the time, leisure or means to do himself.

"Incidental and systematic education, difference between—The teacher to form a good intellectual and moral atmosphere round the child. Means of effecting this—Not to teach religion alone, but all things religiously—Instruction communicated (though the subject may be clearly explained) does not produce the same good effect, as instruction employed as a means of mental discipline—Public education united with private and domestic—That is the best system which brings the powers of the mind under the best discipline—Education ought to be essentially organic and complete, and not mechanical, superficial and partial; it should penetrate and regulate the entire being—Reasonableness of requiring the parental spirit in teachers—in what it consists—effects of possessing the spirit manifested by God—Seen in Christ—The parental spirit should govern our schools—our debt to Pestalozzi for advocating it so powerfully—his fundamental principle in all moral development and training."

The Home and Colonial Infant and Juvenile School Society adopted the system of Pestalozzi as a model, between which and the Prussian system the only difference was, that the one was isolated and private, while the other was public and national. Pestalozzi's had no other support than his own

private fortune; while the Prussian was sustained by Government aid and local assessments, which necessitated a ramified governmental and popular machinery that constitutes the only difference between the two; and that difference not in the fundamental principles but only in the adaptation of the machinery, the one to a limited and private, the other to an extended and national field of operations. The principles of the system in Prussia are Pestalozzian. After the disastrous campaign of 1806, when the Councils of the Prussian Government were directed by such men as Hardenberg, Humboldt and Stein, and the revival of the national spirit had become an affair of the most pressing necessity, and popular education was decided on as one of the most effectual means to that end, C. A. Zeller, a young theologian and one of the most efficient teachers who had been trained by Pestalozzi, was invited to Königsberg, the seminary, for teachers, of which city was placed under his charge. He afterwards organized the Normal establishment at Karalene, and was employed as a general agent by the Government, in visiting the educational establishments of the Kingdom, infusing his own spirit and ideas to the minds of the teachers. At the same time, numbers of young men, chiefly theologians, were dispatched by the Prussian Government to study under Pestalozzi; and these were employed, on their return, in the same capacity as C. A. Zeller. So that with the exception of the national machinery, Prussia had thus imported and nationalized, practically, all the fundamental principles of Pestalozzi, whose system is consequently that of Prussia. I mention these facts for the purpose of explaining the reason why France, desiring a national system, borrowed from Prussia; and why the Home and Colonial Infant and Juvenile School Society, requiring only a private establishment, copied from Pestalozzi; notwithstanding that, in all essentials, both adopted the same system.

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In 1837, the Massachusetts Board of Education was formed. Following the example of France, an agent was dispatched to Germany to get the information required for the organization of a system of Common Schools for the State. Unlike the observant Cousin or the profound and philosophical Guizot, Horace Mann could not perceive that the opposite and antagonistic elements of society are of divine ordination, and intended for a specific and good purpose. It did not appear to him requisite that legislation should conform to the wants and necessities of a people professing different religious creeds. And to this is to be imputed the wrong shape which the Common School system of Massachusetts assumed. What he adopted from the Prussian Law, was the universality of education; government aid; local assessments; and compulsory attendance. He rejected the parental character of the teacher; claimed for the State the right to assume that character; and, as a necessary consequence, the teacher became, thereby, a secular and mechanical State machine; religious instruction was discarded; the influence of the clergy was proscribed; and opposition was created on the part of all who were compelled to pay for the support of schools to which, for conscientious reasons, they could not consent to send their children. Mr. Mann either misunderstood, or assumed to misunderstand, that cardinal principle of the Pestalozzian and Prussian system, that united religious teaching is the rule, and separate religious teaching the exception; for he represented in his reports and writings that the Prussian Common Schools were non-sectarian; taking the exception for the rule, and misleading those who relied on him as an authority; as well as causing fatal mistakes to copyists who were not sufficiently conversant with the subject. The Massachusetts Normal Schools being only Day Schools, as the students do not board in them, there is an absence of anything approaching to a training discipline. There are no State Inspectors.

The result is that, between the incompetency, jealousies and personal objects of the local authorities, and the vagrant character of the teachers, the complaints of school sections are endless and incapable of redress.*

The Board of Commissioners of National Education in Ireland, established in 1831, I have not noticed in the chronological order intended, as I was desirous to present the continental system entire before noticing the perversions or modifications of it, as in Massachusetts or Ireland. And for the same reason, though posterior in point of time to the Irish system, I have explained that of Massachusetts first, because, among all others, it exhibits the widest contrast to the original normal type. The Irish Commissioners seem to have assumed that difficulties existed in Ireland which had no place, in other countries, where common schools had been successfully introduced. The chief of these difficulties appears to have been the jealousy of the Protestants, that public money should be expended for the education of Roman Catholics in Catholic schools. There was only one way of getting over this obstacle, and that consisted in surrounding the schools with a preponderating Protestant influence. Only for this jealousy, the probability is, that the Irish schools would have been established on the basis of those of Prussia—a Protestant Normal School for Protestants, and a Catholic Normal School for Catholics, with denominational common schools for each; and mixed schools wherein Protestants and Catholics assemble together, only when the thinness of the population, the inadequacy of financial means, or other local cause should render the adoption of such mixed schools an unavoidable alternative. As it was, only one Normal School was established, and the Board of Commissioners was composed so as to satisfy the Protestant feeling that the schools would have a Protestantizing tendency. Though

* See *The Common School System, its Principles, Operation and Results.*

the parental character of the teacher has been adopted, and also his training; and for that purpose his residence in the boarding establishment, connected with the Normal School, is strictly enforced; and notwithstanding that the clergy, Protestant and Roman Catholic, are authorized to enter the school-room for the purpose of teaching the creeds and formularies of their respective churches, still the want of separate denominational school jurisdiction precludes that harmony which otherwise would prevail, and engenders suspicions and distrust, prejudicial to the teachers as well as inimical to the progress of the schools. It is in this only that the Irish school system is defective. In every other respect it is admirably adapted to the purpose for which it is intended, namely, the education of the poor. As a national system, for the whole people, such as in France, it would not answer. But it was not so intended. It has no local machinery. Its primary object seems to have been the repression of poverty and crime, by providing schools connected with the work-houses of the Poor Law Unions, and the jails, with a suitable class of trained teachers. This should be borne in mind when referring to the Irish system, as a national system of education. For, properly speaking, it is not what its title affirms. It is a national system of education for the poor of Ireland. Regarded in this its special character, intended not for a general educational, but a specific and circumscribed educational object, great latitude is allowable for peculiarities, that would be inadmissible in a general national system. And herein is visible the folly of a Chief Superintendent of Schools assuming to incorporate in a national system, intended for the education of all classes, what was specially contrived to suit the particular circumstances of work-house and jail schools.

In 1839, after a great many fruitless attempts to introduce a general system of national schools to England, the Committee of Council on Education was appointed, and

from this period may be dated the extended application of the government aid system. The Committee of Council selected, as Secretary, Dr. James Phillip Kay, afterwards knighted by Her Majesty for his services rendered while performing the duties of this office. Dr. Kay, who had previously visited Scotland, Holland, Belgium and France, on an educational tour, had published some works on popular education and particularly that of the poor; and having acted as assistant Poor Law Commissioner, had some knowledge and experience of the work, in which he was about to be employed. At the time of his appointment as Secretary, he was engaged maturing the Battersea Training School, for the training of parochial schoolmasters. As the administrative measures, adopted by the Committee of Council, for the training of teachers, were altogether the work of Dr. Kay, and were attended with so large a measure of success, his testimony and exposition of the true theory and practice of education, endorsed by the Committee of Council and carrying the sanction of the British Government, may well be received by the people of Canada as something truly British, and on that account no less than on its own merit, entitled to their serious consideration. Now see what Dr. Kay says on the parental character of the educator, and the school as a sphere of household duty:

"The moral advantage of a tax on the poor in the form of school pence is, that it appeals to the sense of paternal duty. It enforces a lesson of domestic piety. It establishes the parental authority, and indicates personal freedom. The child is neither wholly educated by religious charity, nor by the State. He owes to his parents that honor and obedience, which are the sources of domestic tranquility, and to which the promise of long life is attached. Let no one rudely interfere with the bonds of filial reverence and affection. Especially is it the interest of the State to make these the primal elements of social order. Nor can the paternal charities of a wise commonwealth be substituted for the personal ties of parental love and esteem, without undermining society at the base.

"The parent should not be led to regard the school as the privilege of the citizen, so much as another scene of household duty. Those communities are neither most prosperous, nor most happy, in which the political or social relations of

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the family are more prominent than the domestic. That which happily distinguishes the Saxon and Teutonic races is, the prevalence of the idea of "home." To make the households of the poor scenes of Christian peace, is the first object of the school. Why then should we substitute its external relations for its internal—the idea of the citizen for that of the parent—the sense of political or social rights for those of domestic duties—the claim of public privilege for the personal law of conscience?"

Again, treating of the forty Normal Schools, for the training of teachers, in England and Scotland; twenty-seven of which are connected with the Church of England; two with the Established Church of Scotland; two with the Free Church in Scotland; one with the Roman Catholic Church; one with the Wesleyan Denomination; one with the Congregational; and other six controlled, in a great measure by the Church of England, Dr. Kay remarks:

"The English National Training College has thus received a definite constitution, in harmony with the separate religious organization of elementary schools, and forty such establishments have been incorporated into a scheme of administrative action, in which the education of the future schoolmaster commences in the infant, is pursued in the elementary school, developed during his apprenticeship, and completed as a Queen's scholar in the Training College. In every part of this career, he is subject to the direct and independent influence of the religious communion to which he belongs, through the managers of the schools or college."

By this, we see that, with the exception of the popular local machinery, the essential elements of the Prussian system were adopted by the British Government, and now constitute the existing national school law of England. It is not necessary that I enter into details, to show the extensive and successful operations of the Normal and Model Schools, aided and inspected by the Committee of Council. My object is simply to establish the fact that in Europe the duty of the teacher is parental in contradistinction to the contrary doctrine acted upon by American educators. I shall therefore content myself with one more quotation from a prominent and recognized authority, to the same purport as the quotations from Dr. Kay. With reference to the first introduction of Normal School notions to Scotland,

Mr. Gordon, Her Majesty's Inspector of Schools for that part of the Kingdom, says:

"It was observed that there is a tendency in the occupations connected with some of the branches of industry now mentioned, to impair the character of domestic education among the laboring classes; and the remedy was looked for in the school. The school came, on this account, to be considered rather more than it had been, as a place not merely of instruction, but of general education—as appropriating, in fact, somewhat more of the office of the parent. It followed that the general character and manners of the masters became, to the promoters of schools, a matter of still greater interest than before; and the same could be, at once, discovered and formed or, in some degree influenced, in the Normal School. * * * * It became more commonly known than before, that institutions of the kind had been tried in Prussia, Germany and France, and with results that might well tempt the experiment elsewhere."

Now I come to the literary qualifications required in each of the Common School Systems which have been the subject of contrast. On the principle that a teacher should know a great deal more than he is required to teach, the various Normal Schools, under the control of the Committee of Council, train the teachers to rely more on their own internal resources than on text books. The subjects of study are diligently and carefully mastered; and, by repeated and frequent examinations, extemporaneously conducted, in which the utmost precision is imperative, the students acquire a ready and familiar acquaintance with the methods of treating them. And besides the ordinary branches, including mathematics, the study of Latin and Greek has become a common part of Normal School education. These languages are taught, more or less, to the teachers in training, in the Chester Diocesan College; St. Mark's College; the British and Foreign School Society's Normal School, in the Borough Road; the Normal Schools of the Church of Scotland, and the Free Church; and most of the training institutions of the kingdom. In the two latter, no doubt influenced by the character of the parochial schoolmasters, Latin and Greek form a comprehensive and indispensable part of the educational course.

It would take up too much space to detail the curricula of these training institutions; to cite the written testimony of the satisfactory and excellent character of the teachers produced; the statistics of the number of schools and pupils; and the amount of government aid and private contributions; all which testify that, in England, the basis of its future national school system, on a popular and unexceptionable general footing, is already laid—has taken firm hold of the national mind, and only waits for development in one other direction, that of local assessments and local management. What proof more corroborative of this, and of the difficulties surrounding the adjustment of the religious element having been surmounted, than the simple fact that the appointment of government Inspectors of Schools is made with reference to the religious denominations to which they belong and the denominations of the schools which they are to inspect.

With respect to the notion entertained in our Normal School, of what is meant by training, and also concerning the literary qualifications of teachers, I need only to cite the 5th Rule of Terms of Admission, sanctioned by the Council of Public Instruction.

"That a sum at the rate of five shillings per week (payable at the end of the Session) shall be allowed to each teacher-in-training, who at the end of the *first Session*, shall be entitled to a Provincial Certificate."

Here then five months' sessional attendance, for certain hours daily, in the Normal School, with the privilege of boarding at the ordinary boarding houses, or with private families, is officially sanctioned, as sufficient to constitute a trained teacher! I need add no remark to this rule of the Council of Public Instruction; it carries its own argument and inference; rendered more significant by the words "*first session*" being placed in italics in the printed rules.

Now, on the one hand, I have proved from reliable official evidence that the Bri-

tish Government, adopting the system of Pestalozzi, has asserted and sanctioned in its legislation the parental character of the teacher; thus establishing the governing principle of all the features and parts of the superstructure founded thereon; which I have shown correspond by a natural law of adaptation. On the other hand, for proof of my charge against the school system of Massachusetts and Canada West, that it excludes by legislative enactments the educational rights of the parent, and that from this exclusion has arisen its contradictions and impracticable characteristics, I beg to refer your Excellency to the Revised Edition of the Tenth Annual Report of Horace Mann, the author of the Massachusetts school system; to the Addresses on Free Schools in Dr. Ryerson's Annual Report for 1852; and to the reports and proceedings of the Local Superintendents and Trustees, both here and in the United States.

Finally, for the excellence of the Prussian schools, the qualifications of the teachers, the regularity, cleanliness and proficiency of the pupils, the absence of all strife and the general harmony attending the work of education—the published testimony of the various educational authorities from the United States who have visited that country in an official capacity, is unanimous. Can any evidence be more satisfactory than this; coming from writers who in their own practice have repudiated and excluded the cardinal element which makes the Prussian schools what they represent them to be. Turning to Canada West, behold the contrast: The official reports of Trustees, Local Superintendents and Chief Superintendent fictitious; the Normal School drilling young lads and girls, to prepare them for the counter and for marriage; an expenditure from the provincial revenue of \$122,240, exclusive of the cost of buildings and furniture, for the maintenance of the said Normal School, and only 142 Normal School teachers officiating in all the

Common Schools; and the local school authorities calling for competent teachers, complaining of the existing irregularities, and prescribing as many impracticable remedies.

THE GRAMMAR SCHOOLS.

The Utopian idea of systemizing and centralizing, so as to make eventually a gradation of Free Schools from the Common Schools to the University, has had an effect which promises to be equally injurious to the Grammar Schools. Not satisfied with the old arrangement of having these middle seminaries located in places where the population was sufficiently dense to guarantee, for them, a respectable support, it was conceived that every man should have a Grammar as well as a Common School at his own door. This could only be done by joining these two classes of schools, under certain circumstances. Absurd, as the proposal may appear, it was carried, however, into force by the Supplementary Common School Act, and the amended Grammar School Act of 1853. Not only this, but the Grammar Schools were to be supplied, not as formerly, with teachers who had graduated at some College or University, but with certified teachers from the Normal School. No account was taken of the incompatibility of the powers of the two Boards of School Trustees; and as little, of the inadmissibility of a union of two grades of schools, in their natures and functions essentially distinct. This change was to have been accompanied by another, which threatened to encroach on the prerogative of the County Councils. It was the creation, by law, of independent Boards of Grammar School Trustees, for counties, similar to the independent Boards of Common School Trustees already existing in cities, towns and villages. These Boards of Grammar School Trustees were to have been independent of the County Councils. They were to have been invested with extraordinary fiscal powers. They were to have been authorized to erect and

support Grammar Schools when and where they pleased. And to enable them to do this they, were to have authority to call on the County Councils for whatever funds they choose. There was to be no limit to the amount. And the Councils, deprived of any consulting voice, must have assessed for that amount, whatever it might be.

This experiment was no sooner attempted under the new law for that purpose, than its impracticability was at once made obvious. Failing in this, the last Annual Report, for 1856, now announces the desirableness of going back to the old arrangement; that of having the Grammar Schools separate, and centering in populous localities. And, in place of County Boards of Trustees overruling the County Councils, as at first proposed, it is now intended to create city, town and village Grammar School Boards, to be invested with fiscal powers independent of and superior to those of the Municipal Corporations:

So now the Municipalities are to be cursed, in future, not with one only, but with two Boards of School Trustees, elected by (male and female) household suffrage, and acting independent of and controlling the Municipal Corporations. But what folly to suppose that this scheme is more practicable than the previous one. As in the former case, it was found that the County Councils would not be made the dupes of the species of official imposture which was attempted to be practiced on them, so will it turn out that the Municipal Corporations, equally alive to their interests, will be as little inclined to tolerate a similar attempt, should it be made. That it will be abandoned there cannot be a doubt. In the meantime, however, this doing and undoing—a consequence, evidently, of the want of experience, and a stubborn adherence to visionary and impracticable plans, cannot be otherwise than injurious to the schools.

The most weighty objection, however, to the present management of the Grammar Schools, with reference to any proposed

alterations, is the present condition of the Common Schools. If the Common Schools have been mismanaged, as I have shown in the previous pages, what guarantee is there that the Grammar Schools will not share the same fate? It is no secret that the denial of parental rights, and the doctrine of enlightened citizenship, are to rule in the new Grammar School Department of the Normal School. And, as like causes produce like effects, it is no more than reasonable that we should look for the same complaints, of the fewness and incompetency of teachers, of Grammar as of Common Schools; the same system of preparing young men and women for mercantile and domestic pursuits, at the public expense; the same amount of desertions from the profession of teaching; and the same studious design to present the Grammar School Returns, so that the condition of each particular School may be concealed, and general defects and irregularities go without detection.

LIBRARIES AND TEXT BOOKS.

That the State should supply reading matter for the community at large, is no more than a consistent extension of the theory that, to it, belongs the right to educate all. For enlightened citizenship, according to the American idea, is, no doubt, as much dependent on literary reading, after having left school, as on secular instruction while there. The paternal care of the State authorities in Massachusetts, had therefore provided, at an early stage of its educational progress, school section libraries, on the principle of an aid grant of one hundred per cent for every equivalent raised by local taxation; to which, no doubt, is to be imputed the transcendental enlightenment of the people of that State. Having adopted the other features of the Massachusetts system, in our school law, it was natural that this appendage should also be sanctioned; and so it happens, that free libraries, on the one hundred per cent aid

principle, came to be established in this Province.

The unfortunate habit of mistaking the ends, no less than the means, is as conspicuous, in this, as in the other cases which I have noticed. It does not require any great stretch of the judgment to discover, that the books recommended and sold, for School Libraries, are not adapted to the capacities of children. For this reason, they are not read by the children attending the schools. But they are read by the parents and the adult population of the school sections; and even then, only when, as in isolated cases, there are sufficient intelligence and taste to appreciate their value. But can it be said that this is the intention of the law—that the Canadian Government is to provide literary pabulum for the adult population? If so, why are the libraries of the Mechanic's Institutes—educational establishments patronized by the Government aid, not also provided for out of the public revenue? The connecting them with school sections will not conceal their real character.

The book and publishing business connected with the schools, if properly scrutinized, will, I think, turn out to be of the same character as that of similar departments, in the school machinery of the adjoining States. Whatever may be the ostensible object, it has been found that this library and book business is uniformly a commercial department for the benefit and aggrandisement of the functionaries engaged in its management. I would not be justified in making an exception of the Canadian library and book department of the Common Schools; because having found the irregularities existing under our school administration, in every other respect, analogous to those reported as pervading the school business of the adjoining States, I reasonably expect to witness the same irregularities in this particular. I have no means of knowing how the financial business of the Canadian library and book department is

conducted. During the last two years I have been trying, in vain, to reconcile the items and balances in the Annual Reports of the Chief Superintendent and the Public Accounts of the Inspector General. I defy any accountant or anybody else to make out from the general returns how the monies have been managed; and particularly where large balances have been shown, as accruing from the transactions of each year, these balances do not appear to have been carried forward. My method of reasoning is therefore inductive. I find the figures in the tables and the statements in the reports contradictory and irreconcilable, and, in many cases, the most deliberate and glaring perversions of the truth; and I, therefore, justifiably infer, that if I had an equal opportunity of examining the accounts of the department, I should be able to detect irregularities equal to those I have already pointed out. Having borrowed our State library and book system from the United States, and having witnessed the similitude between the parent stem there and its offspring here, let us now see what they have to say, respecting the financial management, of these library and book departments among themselves.

"The subject of the selection of Text Books to be used in the public schools, is one of increasing importance and difficulty. The number of persons competent to examine them is so few—the labor of examining numerous series of books, on all the branches taught in the schools, is so great,—the sensitiveness of the people to frequent changes, is so keen,—and the complicated machinery of book agents and publishers is worked with such amazing power, that Committees stand aghast, and the whole Commonwealth, from one end to the other, is ringing with complaint. Abuses and impositions of the most flagrant character are of daily occurrence. A more efficient power needs to be erected; and men who thoroughly understand the subject, and who shall be independent of authors, publishing houses, and agents, need to be appointed for this special work.—*Rev. Barnus Sears, Secretary of the Board of Education, Massachusetts—From 14th Annual Report, 1850.*

During the last six months the New York city press has teemed with denunciations of the mercenary and corrupt motives, actuating every official, connected with the city schools. In specifying the book publishing practice of the Free Academy, the *Tribune* contains some remarks, which apply to a practice prevailing in the United States, and

to a similar practice lately introduced to the Toronto Normal School. I refer here to the "Geography and History of British America," by Mr. John George Hodgins, Deputy Superintendent of Schools, being made a text book in the Common Schools.—The *Tribune* of 12th January last, says:

"We have a dazzling show of 'Text Books and Books of Reference adopted in the Free Academy.' The list begins with 'Wayland's Moral Science,' an extraordinary work, and ends with 'MSS. Doctrines of Forms,' which is not a book at all. The 'Faculty,' however, seem to have a great admiration for their own productions. Professor Owen presents to the tender youth committed to his charge his world-renowned editions of 'Xenophon,' 'Homer,' and 'Thucydides.' Professor Boomer teaches the young idea how to shoot in a French direction by aid of his 'Idioms' and 'Readers'—four profitable volumes in all. The German Professor has also a 'Reader.' The Spanish Professor likewise has a 'Reader.' The Professor of Pure Mathematics furnishes three text books on Algebra, Geometry and Trigonometry. All this must be gratifying to the respective authors, and not unprofitable to their publisher."

Now a monopoly for such a compilation as that of Mr. Hodgins is not here objected to, on the ground that no school functionary, who is capable, ought to be excluded, simply by virtue of his office, from the enjoyment of the emoluments thence to be derived. But, because it happens uniformly in the United States as it has happened here in this particular case, that the text books so compiled, are below mediocrity and not fit for the schools; and would not be officially sanctioned, if their authors were not officially connected with the schools. The adoption of the Geography, as a text book, for supplying 3634 school sections, is sufficient to secure, for its compiler, a pecuniary independence, irrespective of other official sources of emolument. But we have to do with the character and fitness of the book itself. Is it like the United States text books, got up in the same way; or is it possessed of merit? For an answer to this question, the best reference, because unexceptionable, is to a critique, favorable to the book, and to the present organization of the schools for which it is intended. The *Toronto Globe* of 12th November last, has a notice of this Geography, in which it says: "Unfortunately in the very preface and in the introductory 'words to the

teacher,' several errors have crept in, which the quick sighted school boy, much more the practiced teacher, would at once notice and remark upon." After pointing out the general ungrammatical character of the book, the writer in the *Globe* proceeds :

"On page 16, for area of Lake Erie, read 9000 square miles for 6000. On the same page is an error in calculating the amount of water passing over the Falls of Niagara, which is stated to be 40,000,000 tons per hour, or 600,000 per minute! while the amount discharged by the St. Lawrence into the ocean is put down at a much smaller figure. On page 18, for Georgina read Georgian. On page 20, red and moose deer are placed amongst the game of Upper Canada; while on page 21, the MOOSE DEER is said to be PECULIAR to Lower Canada. It would be an improvement if in sections 59 to 63, either the singular or plural noun were used throughout. On page 27, Stratford is included both in the London and Hamilton districts. On page 29, section 5 is not intelligible—no reason being given why the names of several places are repeated. On page 41, the Rideau Canal has an elevation of 437 feet. Can this be so, if from Kingston to Lake Rideau be an ascent, and from Lake Rideau to Ottawa a descent? On page 46, section 6, it is said 'forty or sometimes six Indians constituted a war party.' Surely war parties were not confined to these numbers. On page 54, France is said to have ruled Canada for 800 years prior to the fall of Quebec. This would bring us back to a period anterior to the arrival either of Cabot or Columbus. Fort Niagara is said, on page 60, to be Canadian. In the biographical sketches, Lord Durham, Lord Sydenham, and Rev. Peter Jones are placed amongst distinguished men now living, while the biography of each closes with 'he died and was buried.' The Hon. M. S. Bidwell is said to have been born before the American revolution."

Such is the character of the text book, on Geography, which has been authorised and is now in the hands of Canadian youth. If the topography and history of these northern regions be not taught in the genuine American Common School style, it will not be the fault of the sage gentlemen who preside in the Education Office or sit at the Board of Public Instruction. I think, to prevent this practice, a rule should be passed, in time, before this manufacturing of text books become general, that no person connected with the department of education be allowed to use his official influence, for the purpose of monopolizing the trade, in any kind of text books of an unfit and spurious character.

With reference to the number of books sold, the Chief Superintendent of Schools says, at page 18, of his last report : "This large increase during the last six months is chiefly owing to some discussion which took place at the beginning of 1857, relative to the public libraries, and the application by municipalities, of portions of the

Clergy Reserve Funds to the purchase of libraries." What the Municipalities did, in this respect, was at the instigation of the Chief Superintendent himself. The recommendation on which they acted was illegal, and had it been tendered by a responsible officer of the Government, he would have had to answer for it on the floor of Parliament. Here is a large sum of public money, diverted from the purpose to which it was to be applied by the intention of the legislature. In short a mis-application of public money. And what has been the response to those who remonstrated with the author of this proceeding? Insult heaped upon insult, without stint or limit. And all this has taken place within the knowledge of Your Excellency, and in the face of public opinion; and yet there has been no accountability, and no manifestation of a desire or intention to vindicate the law and protect the public morals.

Making all due allowance for the patronage bestowed on school libraries, by that portion of the adult population, to whom the reading of standard works is a source of pleasure; it is questionable, if, to others, these books, from their cheapness, may not be estimated at a depreciated value in respect to their contents. Moreover, there is neither justice nor public policy in empowering a few trustees to assess a school section for a library, which is not fitted nor adapted to the capacities of children, and for which the parents and adult residents have no desire. Yet this is too generally the case, as is evidenced by such testimony as the following :

"As regards the libraries in this township, there is really no interest taken in them, as is evident from the Report."—*Rev. H. B. Oster, Albion, County Peel.*

"The section or township libraries are almost failures, I am sorry to say few books are taken out to read, and little interest is manifested in this provision."—*Rev. R. Jones Williams, Caledon, County Peel.*

"The libraries also, I am sorry to say, are but little made use of."—*Rev. Thomas Leach, Toronto, County Peel.*

"In some of the sections the inhabitants peruse the library books with seeming interest; while in others they leave them almost untouched; whether this is owing to the nature of the books, or disposition of the people I cannot say."—*Rev. A. J. Macaulay, Nassagawaga, County Halton.*

"I am sorry I cannot speak so favorably of our public libraries; the people still show great indifference about availing themselves of the liberal assistance afforded by Government."—*Richard H. Gradock, Esq., Lancaster, County Wentworth.*

"I had anticipated much good from the libraries, and expected a general interest to be taken in them, but from the Report I find only 91 individuals returned as having made use of the books; and supposing the reading population to be 1503, it leaves a total of 1412 who do not avail themselves of this invaluable privilege."—*Rev. Richard Saul, Adelaide, County Middlesex.*

"I cannot account for the apathy of the people with regard to the libraries. They do not seem to appreciate the use of books as was expected."—*Christopher Blunden, Esq., Plympton, County Lambton.*

EDUCATIONAL MUSEUM AND SCHOOL OF ART AND DESIGN.

These are, properly, industrial institutions, and have a commercial object. In Italy, Austria and the States of Germany, and in France, where they have long been fostered by the governments of these countries, they have contributed not only to the promotion of classical taste, but also to the manufacturing industry of comparatively large sections of the inhabitants. Schools of Art and Design were scarcely known in England, before the repeal of the Corn Laws and the practical adoption of free trade. The Manchester commercial school of politicians, eager, then, to furnish all facilities for the improvement of the tastes and capabilities of the designers employed in the public factories, and desirous of raising up a new and additional class of persons, possessing higher artistic attainments, decided on the establishment of these Museums and Schools as the most efficient means for the accomplishment of their purpose. In a commercial sense, this step had become necessary; for the superiority of the designs of foreign fabrics had secured, for them, a preference in the English market itself, and the manufacturing interests of Manchester, began thereby, to be sensibly affected. The Government also, for the same reason, directed its influence to the promotion of these Schools. Their establishment, therefore, in England, was the spontaneous effect of circumstances arising out of a reduced tariff on imported manufactured goods. In like manner, the impetus since given to the foreign mission-

ary movement, through Exeter Hall, by the Manchester manufacturing interest, was commenced, and is still regulated, by the commercial object of supplying the heathen with Manchester goods. Whatever the reason may be, there is some sense in adopting institutions, called for by national exigencies. And in this we always find the English people practical—never led away by specious theories; and seldom mistaking the end in view, or the means for its attainment. But there is something so decidedly out of place, in a Canadian Normal School undertaking to exhibit Italian statuary and paintings; and not only to exhibit but to teach the arts of the great classical masters of antiquity, that one is at a loss whether to smile at the pretensions or scorn the folly of such a proceeding. Notwithstanding, the Chief Superintendent, mistaking their purpose, says: "A collection of such objects has double the value in Canada that it possesses in any city or town in Europe." Wherein is there evidence of a taste in Canada for such studies, or what is the use of specimens of art, that have no meaning for the class of persons that frequent the Normal School? The Chief Superintendent has produced a portion of the letter of advice, from Colonel Lefroy, on the selection of specimens for the Museum; but he has withheld that part of the letter which refers to classical specimens, in particular. And seeing that Colonel Lefroy's advice was not followed—as the collection of antiques in the Museum is very large and forms its most prominent compartment, in justice to that gentleman it should have been stated that his advice was opposed to the selection which was made. Without the additional and exculpatory portion of that letter, Colonel Lefroy is made responsible, ostensibly, for having advised the large collection of antiques; an assumption which is contrary to the truth. The paragraph immediately following the extract from Colonel Lefroy's letter, is as follows:

"In regard to the choice of objects, I think that sensible beauty, poetry or pathos, rather than classic interest should be the determining principle. In sculpture I should begin with modern works, and not venture to introduce antiques until the legitimate advance of public taste, and classical education ensured their reception—there can be no real relish for works of art, illustrating the fables of Mythology among those classes whose education stops short of all classical lore. An obvious consideration further limits the choice 'Virginitas puerisque Cana.' Nude figures generally must be excluded."

With as little show of reason we might go to work and dig for coal in Canada, because they dig for coal in England, as attempt, by a parallel mode of reasoning, to establish a departmental School of Art and Design. In other countries, such schools are for the use of the manufacturing interests, But in Western Canada there are no manufactures. This is as yet an agricultural country. If, however, the occasion should arise, which appears at present very remote, that these schools become necessary, they should then be placed under the control of the Board of Arts and Manufactures, in connection with the Mechanics' Institutes. Of all things, the Normal School is the last place, where one should think of teaching the fine arts.

FREE SCHOOLS.

At page 21 of the Annual Report, the Chief Superintendent says:

"That in municipalities where the schools are reported to be in an unsatisfactory state, this painful fact is in no cause ascribed to the defective provisions of the school law, except in the frequently expressed earnest desire that the Legislature would amend the law so as to make all the schools free."

Now the complaints, in sections where the schools are all free, are as common, if not more so, as in others where fees are paid; but because the friends of free schools cannot divine in what the defect consists, is no argument that the school law is unexceptionable. This is certainly a crooked mode of reasoning. A law that wont work, under any circumstances, must be a bad law. The Local Superintendents, in free school sections, complain that the schools are bad and irregularly attended. That is enough. But do they not also universally place the fault, in the first instance on the character of the teachers? Do they not besides call for an alteration of the law, so as to make the attendance of children at school

compulsory? Are not the legal limits of school sections a source of endless contention and complaint? And are there no demands that the sectarian clause of the law be altered, as in the words of John Roberts, Esq., Local Superintendent of Stamford—"That our schools will never be at peace with the Roman Catholics until they are either put on an equal footing with Protestants, or else left out of the question altogether?" The Chief Superintendent no doubt knows and feels that to look at the effects of the school law, as pictured by the Local Superintendents, through any other than a distorted medium, would be to condemn the law as a whole and expose the incompetency of its author. Nevertheless, the unanimous testimony of the Local Superintendents, is a protest against the law, that it is impracticable. Bricks alone are not sufficient to build a house. There must be mortar and timbers and fastenings, and not only these, but they must also be tempered and fitted, so as to correspond with the intention of the builder, in accordance with a preconceived plan. So it is with a school law. If the schools are free and yet as repulsive as if they were not, this freeness, it is evident, cannot be sufficient of itself to make a good school, any more than the bricks alone would suffice to build a house. This fact, many of the Local Superintendents, it seems, do not perceive; and the Chief Superintendent, in place of helping them out of the difficulty, has every motive to foster the delusion.

What the Chief Superintendent stated in his Free School Essay, page 203, of his Report for 1850, has penetrated the minds of many who have not taken the trouble to question its truth. The statement is this:

"It is not, therefore, surprising to find that wherever the Free School system has been tried in Upper Canada or elsewhere, the attendance of pupils at school has increased from fifty to three hundred per cent."

Independent of the evidence furnished in "The Common School System its Principle Operation and Results," from the report of Mr. Joseph McKeen, Superinten-

dent for the State of New York, and others, I have, in my letters signed "A Protes- tant," page 23, given a most signal refuta- tion to this statement, by shewing from the official Annual Report, that the average at- tendance, in all the sections reported, as having none but rate bill schools, was greater in proportion to the school population, than in all the sections reported as having none but free schools. I also, at the same time, sup- plied evidence from some of the Local Superintendents to the same purport. And now add from the last Report the following :

"I have much pleasure in stating the Free School sys- tem prevails here ; and although it is lamentable to ob- serve that a large number of children of proper age in the township do not attend, it is not entirely owing to the indifference or negligence of parents, but in most cases to the want of efficient teachers.—*Owen Quigley, Esq., Lochiel, County Glengarry.*

"The schools were in operation, upon the average, for not less than nine months, but the attendance of children was not such as I can report to you with satisfaction ; this is the most serious evil which we have to contend with, acting disadvantageously in various ways, upon both teachers and scholars, and does not appear to be susceptible of any easy or obvious remedy. Here, at least, the freedom of the school does not appear to pro- duce a more favorable result."—*Daniel Fowler, Esq., Amherst Island, County Frontenac.*

"I have little to remark except that the Victoria School being free, and only one year in operation, is at present rather an experiment of the system, than an instance of its success. The great difficulty seems to be, that those chil- dren for whose special benefit such schools are estab- lished, will not avail themselves of the boon. On due reflection, I have come to the conclusion that the free system is unwise, unfair and inoperative, unless the at- tendance of children be made compulsory by law. I am aware of the difficulty in effecting this amendment, and therefore merely mention my experience of the Brockville school, as corroborating an opinion derived from a rational examination of the theory of the free system." *The Rev. J. Travers Lewis, LL.D., Brockville.*

COMMON SCHOOLS AND JUVENILE CRIMI- NALS.

At page 31 of the last Annual Report, is an amusing example of the way in which the Chief Superintendent tries to get over two stubborn facts. One, the non-attend- ance of numbers of children in the Common Schools. The other, the increase of juvenile criminals. He says, in reply to the first, that the disinclination of parents to send their children to these schools, is no valid objection to the school system. And in re- ply to the second, that if crime has increased it cannot be assumed that the schools are the cause, since it cannot be shown that

young criminals have been regular atten- dants in them.

Now, it has never been pretended that the schools produced young criminals. The accusation is that they do not prevent crime. There is a wide difference between a nega- tive and a positive accusation, and it cannot be supposed that the Chief Superintendent made an unintentional mistake. One of his favorite themes has been the tendency of free schools and universal education to pre- vent crime. I find in his first Report for 1845-6, the following :

"There are, therefore, nearly 92,911 children of school age attending no school whatever ; a statement too start- ling and alarming to require any reflection from me, and sufficient to account for much of the crime that swells our criminal calendar, and entails vast expense, besides num- berless other evils upon the country."

Also the "Addresses on Free Schools," contained in the Report for 1852, are empha- tic on the efficacy of schools to prevent crime. Yet we have the Chief Superintendent ignor- ing, in his Report for 1856, one of his most fa- vorite doctrines. Why this want of candor ? What is to be gained, in the long run, by evasion ? Nothing. The accusation still comes up, that the present school system does not prevent juvenile depravity and vagrancy. This was the purport of Judge Hagarty's charge to the Grand Jury on the 8th March of last year. The learned Judge did not say, nor even insinuate, that the schools produced crime. It is, therefore, a most disingenuous proceeding for the Chief Superintendent to try and pervert Judge Hagarty's perspicuous and unequivocal words. He dares not in the face of facts to the contrary, assert now what he pro- pounded, as above, in 1845-6, and 1852, and on many occasions since. The fruits of the system are the reverse of what were predicted. Juvenile crime keeps pace with the progress and duration of the secular school system, and the Chief Superintendent dreads to look at the fruits of his own handi- work ; and, to avoid the disagreeable ordeal, he affects to mistake the nature of the charge against it.

So, with reference to the large number of children not attending school, is not the argument produced, above, from the Report for 1845-6, as applicable now as it was then? If the school system, existing previous to the incumbency of the present Chief Superintendent, was responsible, for the then swollen state of the criminal calendar, is the present system less responsible for the large increase in the criminal calendar now? If the large number of children not attending any school be the criterion of responsibility, justice requires that it should be applied at one time as well as at another. And, in applying that criterion, Judge Hagarty only made use of a rule laid down by the Chief Superintendent himself, at a time, when, he conceived, that it suited his immediate purpose. Notwithstanding, the Chief Superintendent turns round now and denies that the school system is to be judged by the numbers of children not attending school. Independent of this violation of his own rule, and absence of memory, it is obvious that the defects, irregularities and obstructions which characterize the operation of the school law, in every one of its ramifications, are traceable to the general principles on which the law is based. When parents do not or will not send their children to the Common School, there must be some potent reasons by which they are influenced. And a school legislator who makes no account of these reasons; and neglects to take into his calculations the nature and peculiarities of the social elements on which he has to operate, is sure to find his theory and practice at variance. Many repudiate the Common School because they have an impression that the teacher, who is selected by an ignorant and, in most cases, corrupt Board of School Trustees, cannot be anything else than ignorant himself, and having to shape his religious department to please, or at least not to give offence, to Trustees, holding as many different religious opinions as there are mem-

bers on the Board, he is constrained to subordinate his own religious convictions, and abjure, in the school-room and in his intercourse with the children, any living profession of Christian faith or belief. Such parents are not to blame for being scrupulous, as to the character of the person into whose hands they should entrust the education of their children; and less so, if their educational convictions lead them to regard the teacher as a parental substitute. A school system which does not provide for this state of parental feeling, must be defective in this particular; and if there be other points equally neglected, so will the system be, in other respects also, inefficient. This is exactly the case with the school system existing here; the fault of which is, that *it is not acceptable*. The school architect has built on an unstable foundation; the edifice is not, therefore, such as to secure public confidence; and prudent people refrain from entering it. But where does the fault lie, if the building remain unoccupied? Is it not clear, that the ignorance or incapacity of the architect, in not choosing a suitable foundation, is the cause of the disappointment? Certainly it is. Success depends on the choice of means. The conditions on which success is dependent must be observed; otherwise the result is failure. Not to be able to perceive these truths, is a misfortune. But to perceive them, and yet attempt to disguise the real issue, as in the present case, is not compatible with honesty of purpose.

CONCLUSION.

The question of a Minister of Public Instruction has forced itself on public notice, not only on account of the incongruity of the school system and the maladministration of the school law, but also because no satisfactory compromise of educational differences of opinion, can possibly take place through any other means than that of parliamentary responsibility. The public liberties can never be safe if placed in the

hands of an irresponsible public officer. The constitution has guarded every other department of the public service with the greatest circumspection. The Inspector General, the Receiver General, and the heads of every other department, are elected by the people, and have to give, to the people, an account of their stewardship. They have to listen to the popular voice; and to adopt popular suggestions. Not so with the educational interests of the Province. And why this deviation from the general principle of responsible government, laid down and sanctioned by the most formal declaration of the law, as the basis of the Canadian constitution? We seek in vain for an answer to this question. There is no answer. The Postmaster General does not hold office, with the proviso, that he shall be subject to the Governor General only, for the discharge of the duties of his office. On the contrary, no irregularity, either of omission or commission escapes the most severe scrutiny. He has to defend every measure and answer every charge, great or small, connected with his department, which may come up for discussion in the Provincial Parliament. But reverse the case,—make the Postmaster General responsible to the Governor General only; and in addition to this exemption from popular control, place at his disposal the entire patronage of the offices in his department and arm him with a monthly journal and an annual vehicle, through whose pages he may assail and vilify the persons and motives of every questioner, with impunity, and what would be the consequences? Would he not also, in like manner, report, that “the returns of the Post Office business are too defective to be given”—“the returns in this table in regard to Post Offices are so imperfect, and involve so many inconsistencies, when compared with those of the preceding year, as to render them of little value?” Would not the general tabular returns be likely to present a jumble of figures, inconsistent and at variance with

the local Post Office returns? And would not the financial reports be so prepared and so published, as to conceal the net receipts and disbursements and the disposal of large balances, and to defy the scrutiny of the most able accountants? Against the occurrence of such irregularities, under a popular form of government, there is but one preventive, and that is popular responsibility. The Post Office Department is efficient, because it is subject to this popular surveillance. The educational is not, because it is in no way whatever affected by it, but is independent of all popular restraint.

From the local reports, the evidence is overwhelming, in respect to mismanagement. The Trustees, incompetent and corrupt; the Local Superintendents, not performing their duties because they are too onerous; school records incorrect, falsified, or none at all kept. As the eclectic part, here involved, of our school system, is said, by our Chief Superintendent, to have been imported from the State of New York, I beg to refer to the *New York Tribune* of 2nd March, current, for an exemplification of its fruits; and to the same journal as well as to the *Herald*, for their daily expositions of the base and corrupt motives and doings of the school functionaries, high and low, and the disgraceful condition of the Common Schools, both of the city and of the State. As with us, one perpetual grievance in New York and Massachusetts, is the incompetency and personal motives of Trustees. The school of each section is the victim of men who have different personal motives to serve, by their connection with it. A good teacher cannot serve so many different masters, each striving, by all underhand and disreputable means, to accomplish a different purpose; and for that reason there, as here, good teachers are a rare exception; the schools being supplied by vagrants, who are unfitted for any better employment; and who habitually move from one school to another, every few months, in

obedience to the caprices of these unscrupulous local functionaries.

But bad as the stream is, in its continuous current, the fountain, the source from which it emanates, is no better. We have a Board of Public Instruction. Why? Because they have such in Massachusetts and New York! What use this Board is of, except to indorse the decrees of the Chief Superintendent, and convey the semblance of deliberative action on his proposals, it is difficult to conceive. It has never done anything else that any body knows of; this however, it has done. Whether expressed or implied, the conduct of the Board of Public Instruction, for this section of the Province, proves it to have been an instrument, a conscious and willing instrument in the hands of the Chief Superintendent, for the accomplishment of all his schemes. Let us look at the theories it has indorsed and the list of measures it has sanctioned. They are as follows: The subordination of the educational rights of the parent to those of the State—The exclusion of religious instruction from the Schools—Enlightened citizenship, from the book learning provided by the State, in preference to industrial habits, acquired from parental and domestic training—The negation of any influence by the church upon the school, or of the pastor on the teacher—A Normal School for grinding boys and girls, on the shortest notice; that of five months daily attendance, to entitle them to a Provincial certificate—Expensive and ornamental school houses, a paramount consideration; the competency of teachers, secondary. Public libraries for young persons; the books of which are not adapted to their capacities, and consequently are not read by them—Misapplication of the Clergy Reserve Funds, to an illegal purpose—Compulsory assessment for free schools, under the fraudulent pretext that they are to educate all, whereas only a small part of the children of any school section attends them—A gigantic book and

publishing patronage—A Normal school Museum to be used as a public show—A wasteful expenditure of monies from the Provincial Revenue and local sources, without any adequate return—And finally, a rendering of the financial accounts, in such a shape, that they cannot be understood. The Board of Public Instruction cannot deny, that it has been, as I have said, a conscious and willing instrument for the perpetration of all these misdeeds. The members of that Board may not have known the tendency of their own acts; they may not have understood either the theory or practice of the system they have been patronizing and upholding. If so, they have been incompetent for the office to which they were appointed; a fact that corroborates my argument, not only of the ignorance of the Chief Superintendent, regarding the principles of his darling system, but also the ignorance and incompetency of all the other functionaries engaged; including the Board of Public Instruction, Local Superintendents and Trustees.

But being so directly interested, in the purpose and functions of this Board, it may be profitable to cast a glance at the doings of the similar body which rules in the Free School city of New York. The following is from the city papers:

"With the present year the term of office of one half the members of the Board of Education expires, and an equal number of new members will take their place. Although but comparatively little public attention has been given to the operations of this body, it is, from the great interests entrusted to its care, and the large amount of its annual expenses, one of the most important departments in the city. The expenditures for 1857 are over \$1,200,000, which is more than four times the amount appropriated during the year 1852, the expenses of that year being about \$270,000. For this enormous increase we seek in vain for a justification, or even an excuse, in an increase of population during this period; for while the latter may be set down at fifty per cent, the former reaches the startling dimensions of four hundred and fifty. The true cause of this excessive expenditure is to be found in the fact that the Board of Education, like other municipal bodies, is, with very few exceptions, composed of thoroughly corrupt and dishonest politicians, who grasp eagerly at every opportunity of making money at the expense of the tax payers of New York. Every measure that holds forth promise of plunder is seized upon with avidity and passed with remarkable unanimity. Contracts for the erection of school house in localities where they are not required, are entered into with builders who offer the largest consideration to the members; books that are utterly worthless for school purposes are purchased on the same conditions, and by

these and other equally fraudulent and corrupt schemes one half the annual appropriation finds its way into the pockets of dishonest commissioners and contractors."—*New York Herald*, 7th December, 1857.

"That the members of the Board of Education do not attend (the examinations) is not, perhaps, to be regretted, since they are notoriously incompetent to pronounce upon the merits and demerits of an institution of learning. But the citizens of New York should see to it that there be some upright tribunal, capable and willing to oversee their schools and academies—some commission, whose reports should enable them to decide where to send their children to be taught, and which should keep the public purse safe from the depredations of literary adventurers and half educated pedants."—*New York Tribune*, 10th February, 1858.

It will be said, that the members of the Board for Canada West, do not pocket the plunder from the appropriation of school monies, in the way which is done by the New York Board. So far, this is true. But is the expenditure regulated any better here than it is there; and is our Board more vigilant in this respect than the New York Board? Certainly not.—Read the Canadian Annual Reports.—It is money, money, money, throughout. This is the criterion. The more money the more progress. See the 10th page of the last Annual Report for a definition of Canadian patriotism, which is there indicated and measured by the increase of the legislative school grant, by the amount of local assessments, amounts paid for maps and apparatus, for books, the expenditures for sites and buildings, rents and repairs, fuel, stationery, &c. The Board acquiesces in the propriety of this criterion; and while the Chief Superintendent's speculations and vast commercial enterprises, in books, maps, apparatus, plaster casts, pictures, models, &c., are carried on, to the neglect and detriment of the proper business of the schools, the Board tolerates, assents and approves of all this,—conducts itself as the Chief Superintendent directs, and exercising no active power, exists in the condition of a passive instrument of mischief.

and if we have not imbibed, from such representations, an amount of the poison of self-conceit, sufficient to destroy the consciousness of our own defects, it has not been the fault of those who have traded,

A Minister of Public Instruction, with a staff of District Inspectors, would remedy all this accumulation of mismanagement. And with a Government Board of Examiners, for the granting of certificates to teachers, the Common Schools might become, in a few years, the pride and the boast not of misinformed enthusiasts only, but of the educated and enlightened of every sect and party. The extent of the educational business besides, requires a comprehensive department. I have indicated in my letters signed "A Protestant," the nature of the duties of the Minister and Inspectors, and need not here repeat what these are. I wish, however, to substitute a recommendation for a Government Board of Examiners in place of Local Boards; because I find the former more general and more efficient, in countries, wherein the best schools are reported to exist; and because the observance of the conditions on which Government aid is granted, could not be ascertained, in any other way than by subjecting the teachers, trained at different normal seminaries, to examination by a Government Board.

In looking forward to the growth and greatness of this yet youthful Province, many traits of its after character will be dependent on the shape which its earlier institutions are made to assume. He is no honest Canadian who, under the guise of an effete patriotism, seeks popular applause by pandering to the prejudices of the ignorant and fostering the sentiment of self-conceit. We are yet too young to have much to boast of; and for what we have, we are indebted to other countries. Our greatness is prospective. Let us, in the meantime, look to its foundations; for, as we sow, so shall we reap. It has been said, and the saying has been promulgated through the British dominions, that, in Canada, there is a system of education "that is elevating the intellectual standard of the people to an elevation never before attained by any community;"

to good account, on Canadian credulity. The great sin of America, is the endeavor to sponge out all record of the past. The little esteem manifested for the language of the ancients, has almost effaced the desire to know much else relating to them.—Æsthetic discipline is unknown. The study of art has, therefore, no habitation. While the future is to learn its lessons, not from the accumulated wisdom of former ages, comprised in the aggregate of humanity; but from the ephemeral incidents of national life, developed within its own sectional sphere. As it will add nothing to our greatness to raise up divines who know nothing of mythology; barristers who cannot make reference to the *corpus juris civilis*, comprised in the Pandects, Institutes and Novels of Justinian; or legislators and statesmen, who have formed no acquaintance with Cicero; therefore is it becoming to hold on by the one link which binds the present to the past, which has raised up great warriors and statesmen in other countries, and supplied a lasting and solid foundation for all that is illustrious and renowned in their annals. We must cultivate, what are called, the dead languages in our schools, if we wish to become an educated people. Without ignoring commerce, that generator of civilization and its attendants, immorality and vice, it is of the utmost consequence that it should be accompanied by the humanizing influences of the arts; not by beginning at the wrong end and establishing a Museum, while we are yet ignorant of the language by which the works of the great masters are to be interpreted, but by learning their language so as to be able to interpret those works.—Whatever may be the extent of the rudimentary teaching of Latin and Greek in the Common Schools; and it is a question with many whether it should be admitted or not; under all circumstances notwithstanding, the teacher, who should be a man and not

boy, should be capable to undergo an examination in both these languages; and more particularly, with the Latin, his acquaintance should be thorough and familiar. It signifies not that he is never to be called on to teach them. They are a key, in his hand, for derivation and reference; they refine his own taste, and incite to the prosecution of higher studies; and finally, they confer a degree of respect, which is of the utmost importance to the authority of the teacher.

In making this appeal to Your Excellency, I confess that I have touched many sore places, which I would have preferred to avoid if it had been possible. But the nature of the disease, the magnitude of the imposture, and the dangerous moral tendency of the law and its official administration, obviously, require something more than ordinary treatment. My recommendation is not made with a view to destroy, but to modify the school system. In fine, *to make it practicable by making it acceptable.*

It ought surely to be a matter of concern to the head of the Government in this Province, that our institutions should retain a British character, and that the sacred principles of civil and religious freedom, which constitute the safety and bulwark of the British nation, should not be violated.—As a watchful observer of the impartiality and fidelity with which Canadian interests have been guarded, under Your Excellency's administration, I am encouraged to hope that this appeal will receive that consideration, from Your Excellency, which its importance demands.

I have the honor to be,

Your Excellency's

Most obedient and humble Servant,

ANGUS DALLAS.

Toronto, 10th March, 1858.

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